DOCUMENT RESUME

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ABSTRACT

Designed to be used with modules 1 through 5, this ninth in a series of twelve modules presents sex equity teaching strategies unique to the home economics classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA)

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ED190823
CE 026 329

promoting
sex equity
in the classroom

home economics

Sex equity teaching strategies unique to home economics classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

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9

Using Creative Strategies - Home Economics (H.E.)
Module #9

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Home Economics. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language, or content in Modules #3, #4, #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "pen and ink bottle." and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interest to you.

CONSIDER AN EXAMPLE

To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Direct students to investigate the history of clothing style portrayed in artwork. Discuss influence of the societal roles on the fashion trends. Give an example to illustrate the procedure to follow.	Identify the societal roles prevalent during these periods.
* * *	* * *
Find or sketch pictures of family members sharing a variety of societal roles.	Discuss how jobs can be shared by all persons in a home regardless of sex. Example: --female rewiring a light socket --male preparing dinner.
* * *	* * *
Make an analysis assignment. →	Tabulate the number of male, female, and nongender illustrations in several children's textbooks. Discuss possible effects of any imbalance on the children who read the books.
* * *	* * *
Use paper sack puppets in child development classes.	Use puppets in role-playing activities and discuss how such activities can lead to expanded views of roles of men and women at work and at home.
* * *	* * *
Illustrate the Story of Baby X indicating all the expanded societal roles that Baby X performed if presumed to be male, then, if presumed to be female.	Discuss the implications of the various role assumptions including similarities and differences. Example: --if a girl should wear pink --if a boy should wear blue. Consider the possible reasons other persons, especially adults, had problems coping with the unknown characteristics of "sex."
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign a viewing activity. →	Select a TV program and compare costumes worn by males and those worn by females. Consider reasons for the differences and if they are necessary.
* * *	* * *
Illustrate and demonstrate construction details used in making clothing for both sexes. Example: --fly front and centered zippers.	
* * *	* * *
Provide chefs aprons for both sexes. If females are required to wear a hair net, males should also.	
* * *	* * *
Have students observe attire of persons in A-V materials. Discuss possibility of similar clothing being worn by both males and females. Have students design an appropriate garment for a selected task.	Create costumes for selected occupations (or infants and/or toddlers). Model on paper tube roll dolls, pipe cleaner dolls, or clothes pin figures. Design an advertising campaign to promote sales.
* * *	* * *
Ask students to analyze a sexist advertisement. Discuss the influence of traditional sex roles on consumer buying habits.	Survey parents and peers to see which products are more commonly purchased by males and which by females.
* * *	* * *
Have students rewrite a children's story containing sex role stereotyping.	Compare through discussion the two versions of the story.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
(or)	(or)
Provide a copy of a popular children's story for each student and assign. →	Evaluate the story; substituting gender-free nouns for gender pronouns, and providing an equal balance of gender specific singular pronouns.
* * *	* * *
Provide students with a copy of the "Guidelines" (Module 2) for evaluating instructional media. Instruct to →	Find examples of biased art, language, and content in children's books.
* * *	* * *
Participate in a laboratory school. Assign. →	Write lesson plan activity cards for student experience in a laboratory play school. Evaluate these cards for sex bias and make them sex equitable. Encourage all children to participate in expanded societal roles.
* * *	* * *
Assign a study of sex roles as they have evolved from prehistoric times. Allow students to select period of history and specific culture they wish to study.	Prepare an oral or written report with emphasis on sex roles for the class with length determined by the teacher.
* * *	* * *
Make an assignment to write a paper comparing roles by sex of various animals, particularly parenting roles.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Show motion picture "Foundations of Mathematics", Campus Films Dist. Co., 2-Overhill Rd., Scarsdale, NY 10583. or any appropriate film or slide set with commentary. Ask students to look for examples of preschool children's play activities which illustrate traditional or expanded societal roles.	Participate in discussion following audio/visual presentation to answer such questions as: Were both male and female preschool teachers shown? Were both boys and girls involved in cooking activities? Were girls participating in building things or playing mainly with dolls? Are handicapped children shown in any activities?
* * *	* * *
Assign a creative writing project. →	Write a short children's story using gender-free pronouns. Read to a child development lab group and ask children to illustrate the story.
* * *	* * *
Use human relationship studies illustrating both females and males expressing a wide range of emotions. Refer to current magazines or newspaper articles to find examples.	Find an article or story illustrating females and males expressing emotions considered to be nontraditional. Indicate reaction to these role reversals.
* * *	* * *
	Have preschoolers, as an experiment in a child development lab, draw a picture of cavemen. Have them draw a picture in a later lab of cavepersons. Compare number of females and males per picture. Tally total of each sex illustrated.
* * *	* * *
Invite a panel of females and males to discuss how they express their feelings and emotions, why they react in these ways, and whether or not they would like to react differently.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Discuss acceptable social etiquette of years past (20 or more) and ask students how the accepted social etiquette has changed.	Prepare a list of current do's and don'ts which reflect todays acceptable social etiquette. Check library for any current book on subject.
* * *	* * *
	Interview parents, grandparents, or others. Ask them to compare the values and social roles portrayed by people when they were teenagers to the values and social roles portrayed today.
* * *	* * *
Invite single parents of both sexes to class and have them discuss skills, jobs they have had to assume as a single parent. Ask them if they felt prepared to cope with these responsibilities and what they would suggest as skills every person (not only a parent) should have to live a life effectively.	
* * *	* * *
Invite several people who have made a parenting decision to explain their reasons.	Explore the question "How do career aspirations affect parenting decisions or the process of parenting?"
* * *	* * *
	Discuss characteristics considered typical of a father and a mother. Analyze each characteristic to determine if a person of the other sex could also have these qualities. Describe people they know who have some of these qualities.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign. →	Write a list of family and social practices and customs, which apply to the expected or traditional roles of families in society. Share and compare in class discussion.
* * *	* * *
Assign a survey exercise. →	Take a poll of a kindergarten or first grade class to see what they want to be when they grow up. Tally results and discuss implications.
* * *	* * *
Invite a panel of speakers to share impressions and reactions of their differing life styles with the class. Include sharing house and car care, child care, civic and social responsibilities, and any other areas they might wish to share.	List how ability to do tasks noted by speakers could be learned.
* * *	* * *
Assign students. →	Ask students to survey a group of people representing both sexes, various ages, and different occupations. Prepare questions in class which will help students see differences in values, interests, and nontraditional occupations. Attitudes pertaining to legislation on equal rights could be investigated.
* * *	* * *
Discuss handicaps in relation to specific content areas. Include such examples as adaptation in learning to use a sewing machine or a range, cleaning a house, caring for children, etc.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Invite a class speaker from dual role career families to discuss techniques for handling changing roles and positive and negative situations that have occurred.	
* * *	* * *
Develop guidelines to evaluate TV advertising for sex bias. Assign students to use these while monitoring programs aimed at children.	Rewrite ads if biased. Send revised ads to the local television station explaining the class assignment.
* * *	* * *

Teacher Doreen Stolze
School Des Moines Area Community College
Discipline Home Economics
Course Title Teaching Young Children Math & Science Concepts

LESSON PLAN #1

UNIT: Learning About Premath

LESSON TOPIC: Premath for Preschoolers: Terms and Concepts

OBJECTIVES:
The student will learn:
1. What the following terms mean: cardinal and ordinal numbers, comparison of numbers, pairing, set, subset, comparison of sets, conservation of quantity.
2. What type of equipment helps teach which math concept.
3. Begin to learn how to incorporate math concepts into every curriculum area.

INSTRUCTIONAL MEDIUM:

PRINT: A textbook describing pre-math experiences for children

NONPRINT: A film on foundations of mathematics
18 minutes, color

Guidelines No(s). Implemented

Art _____
Language 1,3,4 (See pp. 11-18)
Content _____

TEACHING TECHNIQUE: experiences outside the classroom

CREATIVE STRATEGY(IES) USED: Write a lesson plan activity card for student teaching in laboratory preschool. Evaluate for sex biased words; then revise the wording to make the language sex equitable.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
In a preceding class period discuss with student teachers the encouragement of both sexes of young children to freely explore math and numbering activities.

Give both sexes of young children in the laboratory preschool equal opportunity to participate in math activities during the regular curriculum (i.e., don't always let the girls count chairs around the table, or always ask the most successful child to do this).

Be sure all curriculum activities are freely open to both sexes of young children (boys to cook, girls with blocks, etc.).

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
1. Choose student to record attendance (the shy one). 2. Lecture on the topics, basic concepts and terminology of premath for preschool children. 3. Display equipment and games and explain how a preschool teacher uses various items to teach related math concepts. 4. Point out how much understanding a child should have attained by age 3 or 5 and etc. and discuss which activities using play equipment best give evidence the concept is understood by the child. 5. Assign small groups to evaluate lesson plan activity cards. 6. Each group report back to entire group. 7. Show motion picture: 8. Discuss observations of concepts illustrated and evidence of sex bias and/or sex equity in the medium.	IN CLASS Small groups discuss together changes that need to be made on the lesson plan cards to assure that the language is sex equitable. In addition to language, evaluate objectives for children so the activities are equally accessible to both sexes and all body types and handicaps. Evaluate also parts of the lesson plan related to teacher guidance for sex equitable usage of various types of play materials and equipment. Discuss language in film by narrator and teachers. Report evidences observed in which children participated in traditional or expanded role play activities. OUT OF CLASS Assignment made during the previous class period was as follows: Each student prepare two idea lesson plan cards, one for an ordinal number and one for a cardinal number activity, complete with objectives for children and guidance for teachers.

MANAGEMENT TECHNIQUES, IF USED: With student interaction, I would try to insure in discussion, lecture, and demonstration that my actions and comments would reinforce students' beliefs in their own strengths and abilities with premath, numbering, and measuring concepts, and that the language used in leading discussions and other techniques demonstrates awareness of sex equitable language.

TEACHER REACTIONS: This lesson plan was easy to use, easy to adapt, comfortable to teach and didn't take much additional preparation time. I would use the strategy again but change time allotment for lecture, groupwork, and discussion on the film; give students some lesson plan activity cards known to be written with sex biased elements; then have students revise these as well as prepare the homework assignment.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #1)

TITLE:

Textbook describing pre-math experiences for children

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?	✓		
2. Does art work depict alternately both females and males in dominance?	✓		
3a. Are females depicted in nontraditional occupations?		✓	
3b. Are males depicted in nontraditional occupations?	✓		
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?			✓
6b. Are males depicted in appropriate attire for their occupational roles?			✓
7a. Do illustrations of people include many body types?			✓
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?		✓	
2b.	Is there an equal balance of gender-specific singular pronouns?	✓		
3.	Are gender-free nouns substituted for gender pronouns?		✓	
4.	Are gender-free nouns used to denote all human beings?	✓		
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?		✓	
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?			✓
7.	Is reference made to physical appearance only when there is a purpose?	✓		
8.	Is each occupation described as being performed by both sexes?		✓	
9.	Are nondemeaning descriptions of people used?	✓		

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			
10b.	Is a range of emotions expressed by a male speaker(s)?			
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?		✓	
1b. Are males portrayed in a variety of occupations?			✓
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?		✓	
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?	✓		
3f. Do males portray a range of interests?		✓	
3g. Do females portray a range of abilities?			✓
3h. Do males portray a range of abilities?			✓
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
5. Is preparation for an occupation described as available to individuals regardless of sex?		✓	

This book is written as many older books were: Teachers referred to as "she" and children as "he".

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #1)

TITLE:

16-mm film on foundations of mathematics

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item.
Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

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Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?	✓		
2. Does art work depict alternately both females and males in dominance?	✓		
3a. Are females depicted in nontraditional occupations? activities	✓		
3b. Are males depicted in nontraditional occupations? activities	✓		
4a. Does art work depict males and females equally in varied levels of occupational status? activity (children)	✓		
4b. Does art work depict females and males equally in varied levels of occupational responsibility? activity (children)		✓	
5a. Are males depicted using vocationally acquired skills in expanded societal roles?	✓		
5b. Are females depicted using vocationally acquired skills in expanded societal roles?	✓		
6a. Are females depicted in appropriate attire for their occupational roles? activity (children)	✓		
6b. Are males depicted in appropriate attire for their occupational roles? activity (children)	✓		
7a. Do illustrations of people include many body types?		✓	
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

NOTE: Note changes in wording.

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?	✓		
2b.	Is there an equal balance of gender-specific singular pronouns?	✓		
3.	Are gender-free nouns substituted for gender pronouns?	✓		
4.	Are gender-free nouns used to denote all human beings?	✓		
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?	✓		
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?			✓
7.	Is reference made to physical appearance only when there is a purpose?			✓
8.	Is each occupation described as being performed by both sexes? activity activities occupation	✓	✓	
9.	Are nondemeaning descriptions of people used?			✓

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			✓
10b.	Is a range of emotions expressed by a male speaker(s)?			✓
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?	✓		
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
12a.	Are titles of address indicating feminine gender used only if speaker prefers? no one addressed			✓
12b.	Are titles of address indicating masculine gender used only if speaker prefers? no one addressed			✓

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations? activities	✓		
1b. Are males portrayed in a variety of occupations? activities	✓		
2a. Are males portrayed in a range of societal roles?	✓		
2b. Are females portrayed in a range of societal roles?	✓		
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?	✓		
3d. Do females portray a range of values?	✓		
3e. Do females portray a range of interests?	✓		
3f. Do males portray a range of interests?	✓		
3g. Do females portray a range of abilities?	✓		
3h. Do males portray a range of abilities?	✓		
4a. Are females presented in nontraditional activities occupations to illustrate the diversity of abilities?	✓		
4b. Are males presented in nontraditional activities occupations to illustrate the diversity of abilities?	✓		
5. Is preparation for an occupation described as available to individuals regardless of sex?		✓	

Teacher Marlene Lobberecht
School Clarke of Osceola, Junior High
Discipline Home Economics
Course Title Home Economics I

LESSON PLAN #2

UNIT: Human Relations

LESSON TOPIC: Employment Skills - application and interview

OBJECTIVES:
Students will be able to apply for a job in writing using the format discussed in class.
Students will be able to dress properly for an interview and present themselves in a positive way during an oral interview.
Students will be able to distinguish between appropriate and inappropriate job skill techniques and recognize sex discrimination tactics.

INSTRUCTIONAL MEDIUM:

PRINT: Pamphlets on Securing Employment

NONPRINT:

Guideline No(s). Implemented

Art _____
Language _____
Content 5 (see pp. 21-24)

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED:

Stress the importance of cleanliness, physical fitness, and grooming rather than being good looking or attractive as students prepare for jobs.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)

Apply the strategy just as is. Have students concentrate not only on presentation of themselves in person, but also on written presentation of themselves.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
-Take class attendance -Hand out Job Service of Iowa pamphlets and duplicated materials to students which discuss securing employment skills, appearance, and nonverbal communications skills. -Give time for students to look through them. -Discuss: A. How to apply for a job verbally or in writing. B. General securing employment skills. C. Employment interview skills and techniques. D. Cautions of sex discrimination activities--questions. 1. Would you recommend auto mechanics training for everyone? 2. Are tractors operated only by one sex? 3. Do both females and males participate in barber training programs? 4. In what kind of summer training programs would you like to participate? Are these traditionally considered female or male activities? -Have students take out Seabring Case Study found in AHEA Occupational Modules, and begin answering questions. -Give students their out-of-class assignment.	IN CLASS -Collect materials handed out in class and read through them. Listen and take notes over teacher-presented material. -Ask for clarification of information which you do not understand. -Fill out Seabring Case Study and have finished before class time tomorrow. OUT OF CLASS -Finish case studies, which were given in class, and bring two help-wanted clippings from the newspaper to class for which both males and females could apply. -Have students dress for class as if they are going to a job interview for a position in one of the help-wanted ads.

MANAGEMENT TECHNIQUES, IF USED:
Identify and reinforce students' interests, abilities, and career goals utilizing a sex-fair approach in a career information unit either on an individual or group basis. I also added securing employment skills to this list.

TEACHER REACTIONS:
In order for the strategy to be effective, teacher must have excellent rapport with students or the discussion could arouse negative feelings. Keep the atmosphere light and impersonal when discussing personal appearance for interviews.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #2)

TITLE:

Phamplets on securing employment

Respond to each item on the check list by placing a (✔) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sec Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			✓
2. Does art work depict alternately both females and males in dominance?			✓
3a. Are females depicted in nontraditional occupations?			✓
3b. Are males depicted in nontraditional occupations?			✓
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?			✓
6b. Are males depicted in appropriate attire for their occupational roles?			✓
7a. Do illustrations of people include many body types?			✓
7b. Do illustrations of people include occasional evidence of handicaps?			✓

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?	✓		
2b.	Is there an equal balance of gender-specific singular pronouns?	✓		
3.	Are gender-free nouns substituted for gender pronouns?	✓		
4.	Are gender-free nouns used to denote all human beings?	✓		
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?	✓		
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?			
7.	Is reference made to physical appearance only when there is a purpose?	✓		
8.	Is each occupation described as being performed by both sexes?	✓		
9.	Are nondemeaning descriptions of people used?	✓		

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			
10b.	Is a range of emotions expressed by a male speaker(s)?			
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?	✓		
1b. Are males portrayed in a variety of occupations?	✓		
2a. Are males portrayed in a range of societal roles?	✓		
2b. Are females portrayed in a range of societal roles?	✓		
3a. Do females portray a range of emotions?		✓	
3b. Do males portray a range of emotions?		✓	
3c. Do males portray a range of values?		✓	
3d. Do females portray a range of values?		✓	
3e. Do females portray a range of interests?	✓		
3f. Do males portray a range of interests?	✓		
3g. Do females portray a range of abilities?	✓		
3h. Do males portray a range of abilities?	✓		
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?	✓		
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?	✓		
5. Is preparation for an occupation described as available to individuals regardless of sex?	✓		

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